

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Wheatland Elementary School District		
Contact Name and Title	Craig Guensler Superintendent	Email and Phone	cguensler@wheatland.k12.ca.us (530) 633-3130

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Wheatland School District serves approximately 1450 students within the city of Wheatland and Beale Air Force Base in Yuba County. The District schools are Wheatland Elementary (grades TK-3), Lone Tree School (grades TK-5), Bear River School (grades 4-8), Wheatland Charter School (grades K-4) and two preschools.

The District employs approximately 240 employees. Using a positive bargaining approach, an open door policy, and having a mutual respect, the employee groups and the District have a positive working relationship.

The District student population is approximately 22% Hispanic/Latino, 58% Caucasian, and 20% other. Students have access to excellent core academic programs which are complimented by strong curricular and extra-curricular activities, including visual/performing arts, electives, technology, student leadership, athletics and other opportunities.

A variety of resources are available to support staff in providing a quality education to the students. The District receives State and Federal funding for programs, including Title I, School Improvement Programs, Gifted and Talented Education, Migrant Education, as well as participating in the TCIP New Teacher Program through a consortium with Yuba, Sutter and Colusa Counties.

The Wheatland and Beale Air Force Communities have a history of involvement in its schools, and the District welcomes parent involvement at all grade levels.

The School Board has 5 elected officials and a volunteer liaison from Beale AFB. They are very involved and attend many events. They have set their goals to show that students are the priority in this district and having a well rounded education is foremost.

The District has a working budget of approximately 13.5 million dollars

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The District adopted a new Math Program in 2016/17. We will work to complete a district wide pacing guide for this new program.

We will adopt a new Language Arts program for 2017/18. The change of curriculums is always difficult but our staff will flourish with these new tools.

We will continue to staff our FRC's.

We will continue to have an Opportunity Classroom for our at risk students.

We will analyze the implementation of actions/services.

We will continue to meet with our stakeholder groups and look at our strengths and opportunities.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

After reviewing the California Accountability and School Dashboard, our identified strengths are our increase of Mathematics Scores. Also, noted strengths were the ELA scores for our white student population which increased 10.1 points.

## GREATEST PROGRESS

For 17-18 and beyond we will continue to make ELA and Math a priority. We plan to continue to offer Professional Development through Minimum Days and focus on ELA and Math. We will continue to lower class sizes and maintain class size reduction in the lower grades. We will be adopting a new ELA program for 2017-18. We will continue to implement our new math program which we adopted in 2016-17. We will also continue to provide Accelerated Reader and Accelerated Math as a supplemental tool for improving ELA and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

After reviewing the California Accountability and School Dashboard, our identified greatest needs included Suspension rates for all students and English Learner Progress.

Of high concern was our suspension rates that went from 4.0% to 4.3% an increase of .3% and reflected also in our student with disabilities which increased from 10.5% to 13.6% a 3.1% increase.

For 2017-18 we will continue to offer our Opportunity Program for students that are struggling with behaviors. We will also continue to have counselors at both sites so that we can work on the behaviors that are causing the suspensions. Communication with the parents is an essential function to positive student behavior and we will continue to find ways to connect with the parents of all students.

## GREATEST NEEDS

Other areas for students with disabilities are English Language Learner Progress and Math Progress. ELA is indicated by our district wide students being 106.1 points below level 3. Math is indicated by our district wide students being 112.4 points below level 3.

We have addressed this issue through the purchase of new curriculum for both ELA and Math. We have also increased our adult to student ratio in our special education rooms in order to help provide additional service.



Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

After reviewing the California Accountability and School Dashboard the performance gaps that stand out the most is our testing scores for our students with disabilities. Our ELA scores for those students deviated from Level 3 by 106.1 points while our math scores for the same students deviated from Level 3 by 112.4 points.

## PERFORMANCE GAPS

We will look at the structure of our Special Education classes and see if additional Para support is warranted to support the students. We will also continue to provide Staff Development in ELA and Math with a focus on underachieving students during minimum days and out of district conferences, We have adopted a new ELA program and have purchased the special education component to help with these students. We are looking to buy additional support materials in both ELA and Math for students that are significantly behind their grade level peers.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Wheatland School District will increase and improve service for low income students, English Learners and foster youth in the following

- ~ Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE)
- ~ Continue to provide Opportunity School Classroom
- ~ Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8
- ~ Maintain current Highly Qualified staffing including certificated, classified and administrative positions
- ~ Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated
- ~ Provide social emotional counseling services to support student success
- ~ Continue to enhance the implementation of Renaissance student recognition program

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$15,328,115.49
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,713,989.38

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- All Teacher's salaries and benefits not included in the LCAP Dollars
- All para educators salaries and benefits not included in the LCAP Dollars
- Administrators Salaries and benefits not included in the LCAP Dollars
- Salaries for other classified employees not included in the LCAP Dollars
- Some materials and supplies not included in the LCAP Dollars
- Operations Money not included in the LCAP Dollars
- Transportation costs have increased significantly because of the cost of fuel and the number of special education requiring door to door transportation
- PG&E costs

Water costs

\$10,330,235.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

- Improve student achievement for all students
- Accelerate student learning increases for ELL and low income students
- Improve collaboration and autonomy at schools
- Improve instructional practice through professional development and professional learning communities at schools
- Integrate technology in classrooms to improve student learning

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Continue to provide full complement of specified courses for students in grades 6-8  
 CAASP targets to be determined each year by using baseline data  
 API targets to be determined each year by using baseline data  
 % students who are ready for next grade level in math will increase  
 CELDT proficiency will increase  
 EL reclassification rate will increase  
 Double 1.1 Targets for LI, EL, FY students  
 Establish baselines using survey  
 Establish baselines for common core and/or state standard implementation using a new observational tool  
 Establish baseline measures  
 Set targets using annual baseline data

#### ACTUAL

We provided full complement of specified courses for students in grades 6-8  
 CAASP targets are as follows: All Students - ELA 45% are at or above grade level; Math - 41% are at or above grade level; Science - 47% of 5th grade students are at or above grade level and 59% of 8th grade students are at or above grade level  
 API is N/A  
 The % students who are ready for next grade level in math has increased according to the teachers  
 CELDT proficiency will increase  
 EL reclassification rate did not increase  
 Double 1.1 Targets for LI, EL, FY students is not applicable  
 The survey was used but did not garner much information  
 We were not able to establish baselines for common core and/or state standard implementation using a new observational tool  
 We established some measures needed  
 We set some targets using annual baseline data

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Ensure TK class size reduction to average of 24 students                  Expand transitional kindergarten and send teachers to trainings                  Ensure K – 3rd grade class size reduction to average of 24 students                  Expand EL Programs                  Library books, science &amp; arts materials refresh                  Continue accelerated reader at K-8                  Expand &amp; improve career ready programs &amp; services                  Expand innovative STEM opportunities</p>	<p><b>ACTUAL</b>                  We ensured our TK class size was an average of less than 24 students                  Our transitional kindergarten staff attended trainings                  Our K – 3rd grade class size averaged less than 24 students                  Our EL Programs did not change significantly                  Library books, science &amp; arts materials were updated and purchased                  We continued accelerated reader at K-8                  We expanded &amp; improved our career ready programs &amp; services                  We continue to expand our STEM opportunities for our students through science and after school interactions</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Added Teacher 0000: Unrestricted Base \$175,385                  Added Staff 0000: Unrestricted Supplemental \$247,892                  Para Educators 0000: Unrestricted Title I \$50,400                  EI Program Enhancements 2000-2999: Classified Personnel Salaries Title III \$11,313</p>	<p><b>ESTIMATED ACTUAL</b>                  Added Teacher                  Added Teacher 0000: Unrestricted Base \$175,425                  Added Staff 0000: Unrestricted Supplemental \$363,765                  Para Educators 0000: Unrestricted Title I \$49,974                  EI Program Enhancements 2000-2999: Classified Personnel Salaries Title III \$11,341</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Increase Para Ed services for English Language Learner, Foster Youth and Limited Income students                  Counseling and Psychological Services for All schools                  Increase services for English Language Learner assessment, reclassification processes and materials                  Continue the full-services learning center model at all schools                  Continue to work with middle school to improve learning of targeted skills for target students                  Offer and Opportunity Program at grades 6-8</p>	<p><b>ACTUAL</b>                  We increased our Para Ed services for English Language Learner, Foster Youth and Limited Income students                  We continue to provide Counseling and Psychological Services for All schools                  We continue to attempt to Increase services for English Language Learner assessment, reclassification processes and materials                  We continue the provide full-services learning center model at all schools in order to work with all students with disabilities                  We continue to work with middle school to improve learning of targeted skills for target students                  We offered the Opportunity Program at grades 6-8</p>
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<p>Expenditures</p>	<p><b>BUDGETED</b>                  Opportunity Class Teacher and Para 0000: Unrestricted Base \$110,000                  0000: Unrestricted Supplemental \$110,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Opportunity Class Teacher and Para 0000: Unrestricted Base \$117,025                  0000: Unrestricted Supplemental \$117,025</p>
<p>Action <b>3</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Implementation of collaboration time &amp; professional learning at all schools                  Decentralize funding to schools for implementation of school plans                  Meet with sites 3 times a year to look at budgets and expenditures</p>	<p><b>ACTUAL</b>                  We continue Implement collaboration time &amp; professional learning at all schools                  We have decentralized funding to schools for implementation of school plans                  We continue to meet with sites and programs 3 times a year to look at budgets and expenditures</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Instructional leadership academy, academic grants 0000: Unrestricted Base \$25,000.00                  0000: Unrestricted Supplemental \$25,000.00                  Title II \$50,000.00                  Other \$50,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Instructional leadership academy, academic grants 0000: Unrestricted Base \$25,000                  0000: Unrestricted Supplemental \$25,000                  Title II \$60,285                  Other \$60,285</p>
<p>Action <b>4</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Implementation of CCSS, ELL standards, Next Generation Science standards in all schools                  Use teacher evaluations and student feedback surveys to improve student outcomes                  Provide additional calendar days for teacher professional development</p>	<p><b>ACTUAL</b>                  We implemented CCSS, ELL standards, Next Generation Science standards in all schools                  We use teacher evaluations to improve student outcomes but we have not used student feedback surveys to improve student outcomes                  We provide one additional calendar days for teacher professional development</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Base \$150,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Base \$177,310</p>
<p>Action <b>5</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Use data system of formative, interim &amp; summative assessments for regular school year</p>	<p><b>ACTUAL</b>                  Used data system of formative, interim &amp; summative assessments for regular school year</p>



	<p>Hire and retain a full time Tech for Lone Tree and Bear River and part time tech for Wheatland Elem                  Upgrade and install infrastructure necessary for one-to-one Initiative &amp; sustaining district network                  Provide technology devices for students                  Provide adaptive curriculum for special needs students, software for digital resources, teaching carts and technology curriculum</p>	<p>We continue to employ and retain a full time Tech for Lone Tree and Bear River and part time tech for Wheatland Elem                  We continue to upgrade and install infrastructure necessary for one-to-one                  We continue to sustain our district network                  We continue to provide technology devices for more students each year                  We provide adaptive curriculum for special needs students, software for digital resources, teaching carts and technology curriculum</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  0000: Unrestricted Base \$158,000                  0000: Unrestricted Title I \$60,000                  Lottery \$40,000</p>	<p><b>ESTIMATED ACTUAL</b>                  0000: Unrestricted Base \$171,032                  0000: Unrestricted Title I \$60,000                  Lottery \$20,000</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action/Service #1 - We ensured our TK - 3 class sizes were an average of less than 24 students by adding necessary staff when appropriate. We also capped off the inter district transfers when we were close to the 24 students in each of the grade levels. We have sent our TK staff and Administrators at the site that have TK to additional training on how to implement this new class. We budgeted the appropriate funds to purchase materials for our Libraries and for art classes. The school administration budgeted and spent the annual fee required to continue to implement accelerated reader and the teachers all use this as part of their program. Our elective courses have been working towards career readiness opportunities for all students. We continue to look for ways to add additional STEM opportunities through our middle school science program and for all students in our after school program.

Action/Service #2 - We increased the hours of our Para Ed so that the services to our students could increase for our English Language Learner, Foster Youth and Limited Income students. We continue to provide a full time counselor at Bear River and a part time counselor at Lone Tree and Wheatland Elementary to service all of our students including those in the Wheatland Charter academy. We hired our own Psychologist vs having a county Psychologist to provide services. We added some para educator time so that we can continue to the provide full-services learning center model for our students with disabilities. We have seen a increase of students needing these services especially out at Lone Tree where we have our military population. Our Opportunity Program for our 6-8 grade was in place but was not meeting our expectations. We will be revamping it for 2017-18.

Action/Services #3 - Wheatland School District continues to have one minimum day a month for the teachers to have collaboration time & professional learning at all schools. The school site administration uses surveys with their staff to see what the pertinent subjects are for professional learning. We meet with

our site administration at least 3 times each year in order to look at their budgets and help them prioritize their expenditures.

Action/Services #4 - We provide one additional calendar day for teacher professional development. This day is held over the Summer and is site based. We also hold a all district day for professional development for all staff.

Action/Services #5 - We continue to employ a full time Tech for Lone Tree and Bear River Schools and a part time tech for Wheatland Elementary School. We have purchased one to one devices for one more grade level so we currently have one to one devices for all of our 6th grade students and 7th grade students. We will purchase again in 2017-18 so that all of our middle school students (6th - 8th grade) will have one to one devices

Our tech department continues to improve our technology infrastructure necessary for all the one-to-one devices and to sustain our district network. Our special education staff provides adaptive curriculum for special needs students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our teachers report that the class sizes make a difference in the quality of education they can deliver. Although they believe 24 students is still more then they would like, they understand there is a cost of shrinking the classes below that number.

Our teachers also report that the elective classes we offer keep students engaged and attending to their education. They want to come to school because of the classes that they are receiving.

Our counselors report that they have been busier than ever working with students that have significant home life issues and other things that detract from their ability to stay focused at school.

Although the data does not seem to show a lot of overall improvement in test data, our Para Educator reports that the amount of students we are serving for ELL, FY and Limited Income has increased.

Our psychologist reports that the number of initials and the number of interim IEPs has increased significantly .

The effectiveness of our opportunity class has not been at the level we expect. This is because of a variety of things and will be addressed as we move forward with the class.

Our teachers are reporting that our minimum days for collaboration and staff development is very helpful to them as they plan for the education of their students.

Our technology needs continue to increase and we continue to move forward in providing one to one devices and the infrastructure that is needed. Our technology staff stays very busy but reports very few problems that inhibit the education of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference in the budgeted expenditures and the estimated actuals is in the added staff. The budget was \$247,892 and we estimate our actual cost to be \$363,765. This increase is because we had to add one additional staff from the budgeted amount and the cost of salary driven benefits increased from our budgeted amount because STRS increases and PERS Increases.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1 has been modified for 2017-18 - See Goals/Actions/Expenditures: 2017-20 Goal 1 for modifications

# Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 2</b>	Conditions of Learning Recruit and train high quality teachers and principals Improve data collection and management systems Provide basic services to all students
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Establish baseline using new evaluation tool  
 Monitor Percentage (%) of highly qualified teachers and principals  
 Establish baseline measure of staff that need to improve  
 Ensure 0% miss-assignments rates  
 Ensure Williams certification finds that 100% students have access to standards aligned materials  
 Increase % facilities with Good/Exemplary rating

### ACTUAL

We have not yet established using new evaluation tool  
 We continue to Monitor our Percentage (%) of highly qualified teachers and principals  
 We continue to work with our staff that needs to improve  
 We have a 0% miss-assignments rate  
 We have ensured Williams certification finds that 100% students have access to standards aligned materials  
 Our facilities are in great shape and we stay on top of all needed repairs

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	<b>1</b>		
Action			
Actions/Services		PLANNED Use job fairs & university recruitment to hire high quality staff;	ACTUAL We have recruited highly quality staff;

	Implement strategy for teacher / principal retention	We continue to retain at a high rate our teachers and principals
Expenditures	<b>BUDGETED</b> Year 1 use funds to base budget and federal grants to hire hard to find teachers Base \$226,600	<b>ESTIMATED ACTUAL</b> Year 1 use funds to base budget and federal grants to hire hard to find teachers Base \$226,600
Action	<b>2</b>	
Actions/Services	<b>PLANNED</b> Add Director position for data collection, entry, LCAP implementation & program implementation	<b>ACTUAL</b> Add Director position for data collection, entry, LCAP implementation & program implementation
Expenditures	<b>BUDGETED</b> Use funds to employ a Director Position - Stipend Base \$7,500	<b>ESTIMATED ACTUAL</b> Use funds to employ a Director Position - Stipend Base \$7,500
Action	<b>3</b>	
Actions/Services	<b>PLANNED</b> Adding Teachers for Electives Adding New Adoptions aligned to common core Add Technology to all sites Maintain current staffing - 69 FTE for Certified	<b>ACTUAL</b> We maintained our teachers for Electives We are adding New Adoptions aligned to common core We continue to add technology to all sites We continue to maintain current staffing - 69 FTE for Certified
Expenditures	<b>BUDGETED</b> TCIP and Miss Assignment Title II \$5,000	<b>ESTIMATED ACTUAL</b> TCIP and Miss Assignment Title II \$5,000

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action/Services #1 - We moved staff around and brought a staff member back from leave to cover open positions and did not hire any new staff for 2016-17. We continue to retain all of our staff including administrators.

Action/Services #2 - We continue to work as an admin team and one of our Principals has become the Director for Special Education and for data collection, entry, LCAP implementation & program implementation. She receives the stipend on top of her regular salary for these added responsibilities.

Action/Services #3 - Our elective programs are very valuable and are important to our students. We have found through surveys that many interdistrict transfer students come here because of our offerings of electives. We have selected and will be implementing a new ELA curriculum in 2017-18. Our technology is on the increase and we are staying ahead of the game with our network and infrastructure.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The staffing changes we made all worked well for our student achievement. Retaining our staff is about pay, insurance, treatment by administration and many other factors. We have retained all the staff for 2016-17 into 2017-18 with the exception of a few retirements. We will work hard to find quality staff to replace those that are leaving. Our ability to add a full time director has not come to be because of funding constraints so we continue to pay a stipend to one of our Principals to oversee the process.

We have selected and ordered a new ELA program for 2017-18.

Our technology department works very hard to keep us on the forefront of technology and it shows. We have one to one devices in the hands of all 6th grade students and 7th grade students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We do not have any material differences in the budgeted expenditures and the estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 has been modified for 2017-18 - See Goals/Actions/Expenditures: 2017-20 Goal 2 for modifications

# Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Engagement Increase parent engagement, involvement, and satisfaction Increase community engagement and satisfaction Allocate services to ELL and low income students Improve student engagement and climate outcomes Improve practices that build trust through transparency, data sharing, and communication
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Establish parent survey  
 Healthy Kids Parent Survey response rate will increase by 10%  
 Establish community survey baselines  
 ADA rate for under served groups will increase by 0.5%  
 # of suspensions/expulsions of under served groups will decrease by 5%  
 Cohort promotion rate for under served groups will increase by 3%.  
 School attendance rates will increase by 0.5 % for all schools with lower than 97% attendance rate  
 % of students chronically absent will decrease by 2%  
 # of middle school dropouts will decrease by 5%  
 # of out-of-school suspensions will decrease by 3%  
 Maintain low level of expulsions  
 Increase Healthy Kids survey School Climate Index by 5%  
 % students meeting at least 5 of 6 PFT standards  
 Establish measure baselines

### ACTUAL

We have not established a quality parent survey  
 We have increased our Healthy Kids Parent Survey response rate  
 We have not established the community survey baselines  
 Our ADA rate for under served groups increased by 0.5%  
 Our # of suspensions/expulsions of under served groups decreased  
 Our cohort promotion rate for under served groups will increase by 3%.  
 School attendance rates increased for all schools with lower than 97% attendance rate  
 Our % of students chronically absent will decrease by 2%  
 Our # of middle school dropouts decreased  
 Our # of out-of-school suspensions decreased  
 We only had one expulsion in 2016-17  
 We increased Healthy Kids survey School Climate Index by 5%  
 Our percent of students meeting at least 5 of 6 PFT standards increased

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Increase services in schools for parents                  Coordination of all services                  Continue to make our schools community schools                  Seek volunteers                  Lower barriers for parent volunteers                  Increase participation from Parents and Community Members</p>	<p><b>ACTUAL</b></p> <p>We continue to provide services in schools for parents                  Our admin team works to coordinate all services                  We continue to make our schools community schools                  We are always looking for ways to seek more volunteers                  We attempt to eliminate barriers for parent volunteers                  We have seen a slight increase in participation from Parents and Community Members</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Base \$83,651</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Base \$84,000</p>

Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Increase involvement &amp; provide access community based organizations and businesses</p>	<p><b>ACTUAL</b></p> <p>We continually work to increase involvement &amp; provide access community based organizations and businesses</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Increase involvement &amp; provide access community based organizations and businesses with \$4000 in base budget funding Base \$4,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Increase involvement &amp; provide access community based organizations and businesses with \$4000 in base budget funding Base \$4,000</p>

Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Implement the English Language Learner master plan                  Provide counseling &amp; psychological services for All schools                  Provide intervention classes for all schools                  Provide technology at all schools</p>	<p><b>ACTUAL</b></p> <p>We are implementing the English Language Learner master plan                  We provide counseling &amp; psychological services for All schools                  We provide intervention classes for all schools but not necessarily all students                  We continue to provide technology at all schools</p>
Expenditures	<p><b>BUDGETED</b></p> <p>After School Education and Safety (ASES) \$52,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>After School Education and Safety (ASES) \$61,000</p>



Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Enhance the implementation of Renaissance                  Provide for basic student safety and social-emotional support                  Support and expand the Safe, Supportive School grant funding after state grant funds                  Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers                  Add extracurricular Programs and support for coordination within schools</p>	<p><b>ACTUAL</b>                  We have enhanced the implementation of Renaissance                  We provide for basic student safety and social-emotional support                  We continue to support and expand the Safe, Supportive School grant funding after state grant funds                  We increased services for students.                  We provide coordination to arts and gifted programs, as well as training for teachers when appropriate                  We continue to offer many top quality extracurricular programs and support for coordination within schools</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Base \$78,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Base \$80,000</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Fully implement &amp; report on LCAP;                  implement Two-way communication plan including social media;                  share data publicly</p>	<p><b>ACTUAL</b>                  We work hard to fully implement &amp; report on LCAP;                  We have implemented Two-way communication plan including social media;                  We continue to share data publicly</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Base \$25,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Base \$25,000</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions/Services #1 - Our district provides services to our parents such as Math nights, Stem Nights, ELAC Trainings and other trainings through our counseling services. The site administration team continues to coordinate the services at their sites. Parent volunteers are plentiful at the primary grades but not at the middle schools. We do not seem to have an issue getting volunteers when we need them so we will continue to look at it as an as needed basis.  
 Actions/Services #2 - We have many community based organizations using our facilities for their needs. Our schools are used by community organizations such as Youth Sports, Relay for Life, 4H, FFA, Military Trainings, Wheatland Historical Society and others.  
 Actions/Services #3 - Our staff reports that the English Language Learner master plan has been implemented and that it is helping. Our staff also reports that the counseling services have been very

helpful for our students. Our intervention classes are full and we have a waiting list. We continue to provide the needed services for our students

Actions/Services #4 - By all measures our Renaissance Program is the most effect program we have for increase positive behaviors and for promoting quality education. Our students are recognized at each trimester through this program and it works. This program along with our counselors, psychologist and administrators provide for basic student safety and social-emotional support. Our gifted programs have seen a decline at our sites. We currently only have one school running an after school program for our high achievers. However we have a very large and significant After School Program and Intention program which has proven to increase the test scores and increase the quality of the education those students receive.

Actions/Services #5 - We implement the goals for our LCAP - We use the LCAP to make our budgetary decisions and we refer to it when our admin or staff want to do something that is not currently budgeted. We report on the LCAP at various times throughout the year to both the school board and to the community at large (our state holders). Our attendance at the stakeholder meetings is not high and it has been reported that it is because our community trust us and values the job we are doing with their children. Social Media is a big part of education these days so we have implemented a way for our sites to interact with their parents and others through Facebook, texting and all call announcements. This has increased the communication significantly and worked well during the 2017 flood evacuation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Parent nights were well attended and the parents that we talked with reported that they found the events to be very helpful in working with their children.

We have found that allowing the community to use our facilities promotes a great relationship with the parents and organizations of Wheatland. The Military has enjoyed the use of our base schools for training and drills.

The teachers are reporting that the services the District provides for our second language students has increased but so has the number of students requiring the service. Our ability to make a difference in the lives of our second language student has been better as we have added services and materials.

We have found through the analysis of test scores that our students that are attending intervention classes are doing better after being involved in these classes and programs.

Our decision for where to spend our money are based on the LCAP and the needs of our students. Those needs change slightly from year to year but overall the expenditures areas remain constant. We will adjust the amounts budgeted to each area by the need required.

Social Media has become a big thing in our society and parents are constantly asking for more communication. We have combined the two and now notify our parents through multiple means. We send home papers as we always have. We now also add the information to our webpages, we posted on Facebook, we send out through text messages and we use an all call system. Through all of this we are able to get the pertinent information out to all our stakeholders when necessary. We know it works as we

used all of this to notify about the 2017 flood and evacuation and everyone received the message through one of these sources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We do not have any material differences in the budgeted expenditures and the estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3 has been modified for 2017-18 - See Goals/Actions/Expenditures: 2017-20 Goal 3 for modifications

# Stakeholder Engagement

LCAP Year

 2017–18    2018–19    2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

WSD went through series of meetings and surveys to look at the Strategic Planning process, gathering input from key stakeholders and creating a local strategic plan focused around key strategies: Create High Expectations, Embrace Collective Ownership, Prioritize Accountability, Support Quality Instruction, Invest in the Whole Child, and Innovate.

From June 2013 to January 2014, the state's Local Control Funding Formula (LCFF) and LCAP process became a reality for all school districts. So, the district took what we learned from our Strategic Planning process, aligned this information with the state's 8 LCAP priority areas, and proceeded to carry out additional community stakeholder meetings and surveys on LCFF/LCAP and the alignment to the strategic plan.

Details of 2016-2017 Meeting Dates and Stakeholder group:

Board Meetings - January 19, February 16, March 9, April 20, May 18

School Site Staff Meetings – August 15, 22 & 29, September 12 & 19, October 3, 17 & 31, December 5, January 9, February 6 & 27, March 20 & 27, April 3 & 24, May 8 & 15

Curriculum Planning and Technology Development – October 3, December 5, January 9, February 6 and April 3

District Wide TK – 5 ELA Curriculum Meeting – March 13

School Site Council Meetings – September 8 & 28, January 25, May 17, 24 & 25

Administration Meetings – September 6, October 4, November 1, December 6, January 3, February 7, March 21, April 18, May 2

Bargain Unit Meetings – May 8, May 12, May 26

Parent/Community Meetings:

Lone Tree Parent Volunteer Meetings – August 17, October 11, May 9

Wheatland Elementary FRC Meetings – August 29, October 20, March 9 & May 18

Lone Tree FRC Meetings – August 18, September 15, October 20, December 6, January 19, March 3, April 20 & May 18

DELAC Committee Meetings – September 15, January 19, May 18

FRC Network Meeting – Monthly

Distinguished Students – Monthly at all sites

LCAP Public Hearing – June 1

LCAP to board for approval – June 7

We hold annual meetings with the Board to discuss our Mission and Vision. With a new Board for 2016-17 we will be held this meeting again in the winter of 2017. If and when the Board changes the Mission and Vision then we will update the LCAP as well as all other areas in which the Mission and Vision are stated.

Meetings were held as follows at the sites:

Lone Tree: Site Council on September 8 & May 25

Lone Tree Staff Meetings on August 29, September 12, October 31, February 27, & May 15

Lone Tree ELAC on September 15, January 19, May 18

Bear River - Site Council on September 28 and May 17

Bear River Staff Meetings on September 12, October 3, December 5, February 6, March 20, May 15

Bear River ELAC on September 15, January 19, May 18 Wheatland Elementary - Site Council on Sept 28, January 25 and May 24

Wheatland Elementary Site Council Meetings on September 28, January 25, May 24

Wheatland Elementary Staff Meetings on August 15 & 22, September 19, October 17, December 5, January 9, February 27, March 27, April 24, May 22  
 Wheatland Elem ELAC on September 15, January 19, May 18

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

All of these sessions were about gathering additional feedback/information from our key stakeholders on what actions we needed to take and conditions that needed to be put in place to substantially improve our student academic outcomes.

The LCFF/LCAP feedback was continually combined with the original input from the Strategic Planning process. As we reviewed the information, we noted clear actions, themes, trends, and patterns were emerging that WSD needed to carry out to meet the needs of students in order to ensure College and Career Readiness for all, but especially English Learners (ELs), Low Income (LI), and foster youth (FY).

We tried to ensure that the diversity of the district was well represented.

We used these meetings and the surveys as a way to inform, educate, and gather input and feedback from critical stakeholders: Parents, students, teachers, principals, community partners, and community organizations. The Superintendent wrote the LCAP with input received from all stakeholders. This information was essential in developing the District LCAP.

Feedback from the stakeholder group included the following recommendations:

Continue with the implementation of technology, including 1:1 devices in the middle school and increasing the technology available at all school sites.

Continue to support the after school sports program

Continue to offer a variety of elective classes so that students have choices rather than a limited elective wheel.

Continue to support the Renaissance Student Recognition Program.

Continue to provide safe school environments and well maintained facilities.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 1

Wheatland School District will improve student achievement for all students including EL, Low Income, Foster Youth.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

We need to ensure that all students have access and enrollment in all required courses of study  
 We need to see growth in our students achievement as measured by CAASP data in ELA and Math  
 We need to see growth in our students achievement as measured by CST data in Science  
 We need to increase the number of students who are ready for next grade level in Math  
 We need to increase the number of students that are proficient on annual CELDT  
 We need to increase the number students that are reclassified  
 We are lacking collaboration time and professional learning at our schools  
 We need to update Technology Master Plan annually and implement the contents  
 Students will successfully participate in SBAC testing  
 We are lacking input and data  
 We need to establish data collection and data sharing protocols  
 We need to develop regular data reporting process

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Standards	The Self Reflection tool will indicate the baseline this year	Maintain/Improve implementation of State Standards	Maintain/Improve implementation of State Standards	Maintain/Improve implementation of State Standards
Academic Performance Index	N/A	N/A	N/A	N/A
Percent of students Reclassified as Fluent English Proficient	24% of our students were reclassified	Increase by 5% of RFEP students from 24% to 29%	Increase by 5% of RFEP students from 29% to 34%	Increase by 5% of RFEP students from 34% to 39%

Percent of students Proficient & Advanced on CELDT/ELPAC	45% of Proficient & Advanced	Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 45% to 50%	Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 50% to 55%	Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 55% to 60%
Percent of students advancing grade level on Accelerated Reader	61% of students advancing grade level on AR	Increase % of students advancing grade level on AR from 61% to 65%	Increase % of students advancing grade level on AR from 65% to 70%	Increase % of students advancing grade level on AR from 70% to 75%
Percent of students ready for next grade level in math as measured by local formative assessments	64% of students are ready for next grade level in math	Increase % of students ready for next grade level in math from 64% to 70%	Increase % of students ready for next grade level in math from 70% to 75%	Increase % of students ready for next grade level in math from 75% to 80%
Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA	2016/17 will be the baseline for students that met level 3 or above for ELA and Math	Increase the % of students that met level 3 or above for ELA and Math	Increase the % of students that met level 3 or above for ELA and Math	Increase the % of students that met level 3 or above for ELA and Math
100% students have access and enrollment in all required courses of study	100% of students having access and enrollment in all required courses of study	Maintain 100% of students having access and enrollment in all required courses of study	Maintain 100% of students having access and enrollment in all required courses of study	Maintain 100% of students having access and enrollment in all required courses of study
Implementation of Technology Plan	10% of the technology plan was implemented	25% of the technology plan will be implemented	50% of the technology plan will be implemented	75% of the technology plan will be implemented
Implementation of professional learning	2016/17 will be the baseline for Professional learning plan implementation	Increase the % of Professional learning plan implementation	Increase the % of Professional learning plan implementation	Increase the % of Professional learning plan implementation
100% of students have standards-aligned instructional materials as measured by Williams Act.	100% of students having standards aligned instructional materials	Maintain 100% of students with standards aligned instructional materials	Maintain 100% of students with standards aligned instructional materials	Maintain 100% of students with standards aligned instructional materials

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

- New     Modified     Unchanged

Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

**2018-19**

- New     Modified     Unchanged

Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

**2019-20**

- New     Modified     Unchanged

Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$27,000
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development
Amount	\$5,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development
Amount	\$3,000

**2018-19**

Amount	\$27,000
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development
Amount	\$5,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development
Amount	\$3,000

**2019-20**

Amount	\$27,000
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development
Amount	\$5,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development
Amount	\$3,000



Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies ELA/ELD instruction materials	Budget Reference	4000-4999: Books And Supplies ELA/ELD instruction materials	Budget Reference	4000-4999: Books And Supplies ELA/ELD instruction materials
Amount	\$7,670	Amount	\$7,000	Amount	\$7,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	2000-2999: Classified Personnel Salaries ELD services	Budget Reference	2000-2999: Classified Personnel Salaries ELD services	Budget Reference	2000-2999: Classified Personnel Salaries ELD services

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English

**2018-19**

New  Modified  Unchanged

Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE).

**2019-20**

New  Modified  Unchanged

Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE).

Learner students (FTE), and Special Education students (FTE).

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$192,072.38
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries TK Certificated Saleries and Benefits
Amount	\$229,705
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Para's Salaries & Benefits for Targeted Students
Amount	\$256,486
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Ed Para's Salary & Benefits
Amount	\$137,645
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher's Salaries & Benefits for Targeted Students
Amount	\$75,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies

**2018-19**

Amount	\$200,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries TK Certificated Saleries and Benefits
Amount	\$232,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Para's Salaries & Benefits for Targeted Students
Amount	\$258,000
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Ed Para's Salary & Benefits
Amount	\$140,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher's Salaries & Benefits for Targeted Students
Amount	\$75,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies

**2019-20**

Amount	\$210,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries TK Certificated Saleries and Benefits
Amount	\$235,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Para's Salaries & Benefits for Targeted Students
Amount	\$260,000
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Ed Para's Salary & Benefits
Amount	\$143,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher's Salaries & Benefits for Targeted Students
Amount	\$75,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: Bear River  Specific Grade spans: 6-8

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to provide Opportunity School Classroom.

**2018-19**

New  Modified  Unchanged

Continue to provide Opportunity School Classroom.

**2019-20**

New  Modified  Unchanged

Continue to provide Opportunity School Classroom.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$80,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Opportunity Teacher Salary & Benefits
Amount	\$27,000
Source	Base

**2018-19**

Amount	\$85,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Opportunity Teacher Salary & Benefits
Amount	\$28,000
Source	Base

**2019-20**

Amount	\$90,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Opportunity Teacher Salary & Benefits
Amount	\$29,000
Source	Base

Budget Reference 2000-2999: Classified Personnel Salaries Opportunity Para's Salary & Benefits

Budget Reference 2000-2999: Classified Personnel Salaries Opportunity Para's Salary & Benefits

Budget Reference 2000-2999: Classified Personnel Salaries Opportunity Para's Salary & Benefits

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.

**2018-19**

New  Modified  Unchanged

Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.

**2019-20**

New  Modified  Unchanged

Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.

BUDGETED EXPENDITURES

**2017-18**

Amount \$15,000

Source Base

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$15,000

Source Base

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$15,000

Source Base

Budget Reference 4000-4999: Books And Supplies

	District Wide Tech Curriculum		District Wide Tech Curriculum		District Wide Tech Curriculum
Amount	\$33,000	Amount	\$33,000	Amount	\$33,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	4000-4999: Books And Supplies One to One Devices	Budget Reference	4000-4999: Books And Supplies One to One Devices	Budget Reference	4000-4999: Books And Supplies One to One Devices
Amount	\$56,297	Amount	\$56,297	Amount	\$56,297
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies One to One Devices	Budget Reference	4000-4999: Books And Supplies One to One Devices	Budget Reference	4000-4999: Books And Supplies One to One Devices
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures District Wide Tech Infrastructure	Budget Reference	5000-5999: Services And Other Operating Expenditures District Wide Tech Infrastructure	Budget Reference	5000-5999: Services And Other Operating Expenditures District Wide Tech Infrastructure
Amount	\$40,000	Amount	\$40,000	Amount	\$40,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Purchase new English Language Arts adoption curriculum for TK-8 grades.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$50,000

Source: Lottery

Budget Reference: 4000-4999: Books And Supplies Adoption Materials

**2018-19**

Amount:

Source:

Budget Reference:

**2019-20**

Amount:

Source:

Budget Reference:

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans: 3-8

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

**2018-19**

New  Modified  Unchanged

Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

**2019-20**

New  Modified  Unchanged

Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$10,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Accelerated Reader
Amount	\$8,710
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Data System

**2018-19**

Amount	\$10,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Accelerated Reader
Amount	\$8,710
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Data System

**2019-20**

Amount	\$10,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Accelerated Reader
Amount	\$8,710
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Data System

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Continue Director position for data collection, entry, LCAP implementation & program implementation.

**2018-19**

New     Modified     Unchanged

Continue Director position for data collection, entry, LCAP implementation & program implementation.

**2019-20**

New     Modified     Unchanged

Continue Director position for data collection, entry, LCAP implementation & program implementation.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$8,200
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% of BR Admin Salary/Benefits

**2018-19**

Amount	\$8,500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% of BR Admin Salary/Benefits

**2019-20**

Amount	\$9,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% of BR Admin Salary/Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 2

Wheatland School district will recruit and retain high quality teachers and principals, and ensure that all school campus facilities provide a safe, and clean environment for student learning.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

We need to continue to hire and retain highly qualified staff including certificated, classified and administrative positions  
 We need to make sure that teacher miss-assignments are held to a minimum. We should have no miss-assignments  
 We need to maintain safe and quality facilities. Our facilities need to have a overall rating of 'Good' or 'Exemplary' on Williams' Visit Report  
 We need to make sure all teachers working with EL students are properly credentialed

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher assignment and credentials as measured by Williams Act.	90.5% of our teachers and principals are highly qualified	Increase/Maintain Percentage (%) of highly qualified teachers and principals from 90.5% to 93%	Increase/Maintain Percentage (%) of highly qualified teachers and principals from 93% to 95%	Increase/Maintain Percentage (%) of highly qualified teachers and principals from 95% to 98%
School facilities maintained as measured by Williams Act.	100% of our facilities have a Good/Exemplary rating	We will maintain 100% of our facilities having a Good/Exemplary rating	We will maintain 100% of our facilities having a Good/Exemplary rating	We will maintain 100% of our facilities having a Good/Exemplary rating

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

**2018-19**

New  Modified  Unchanged

Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

**2019-20**

New  Modified  Unchanged

Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$21,776
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 25% of HR Tech Salary
Amount	\$368,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance Salary & Benefits

**2018-19**

Amount	\$23,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 25% of HR Tech Salary
Amount	\$370,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance Salary & Benefits

**2019-20**

Amount	\$25,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 25% of HR Tech Salary
Amount	\$375,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance Salary & Benefits

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures EL Certification Professional Development	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures EL Certification Professional Development	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures EL Certification Professional Development

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 3

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

We need to increase parent engagement, involvement, and satisfaction  
 We need to increase of parents who complete Healthy Kids Parent Survey  
 We need to increase community enqagement and satisfaction  
 We need to increase school attendance rates  
 We need to decrease suspensions and expulsions  
 We need to decrease the number of students that are chronically absent  
 We need to decrease middle school dropouts so that we have none  
 We need decrease the number of out-of-school suspensions  
 We need to decrease the number of expulsions  
 We need to increase Healthy Kids Survey School Climate Index  
 We need to improve communication to stakeholders and increase external communications through website and social media

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student attendance rates for all students	We currently have a 96.7 Student Attendance Rate	Increase Student Attendance Rate from 96.7% to 97%	Increase Student Attendance Rate from 97% to 97.3%	Increase Student Attendance Rate from 97.3% to 98%
Reduce chronic absentee rates for all students	We currently have a 3.3% chronic absentee rates for all students	Decrease the chronic absentee rates for all students from 3.3% to 3.0%	Decrease the chronic absentee rates for all students from 3.0% to 2.7%	Decrease the chronic absentee rates for all students from 2.7% to 2.4%
Reduce middle school dropout rates for all students	We currently have a .17% Middle school dropout rate	Decrease middle school dropout rates from .17% to .15%	Decrease middle school dropout rates from .15% to .13%	Decrease middle school dropout rates from .13% to .1%

Reduce pupil suspension rates for all students	We currently have a 4.2% Pupil suspension rates	Reduce the pupil suspension rates from 4.2% to 4%	Reduce the pupil suspension rates from 4% to 3.8%	Reduce the pupil suspension rates from 3.8% to 3.6%
Reduce pupil expulsion rates for all students	We currently have a .1% Pupil expulsion rates	Reduce the pupil expulsion rates from .1% to 0%	Maintain the pupil expulsion rate at 0%	Maintain the pupil expulsion rate at 0%
California Healthy Kids Survey Students Feeling Safe	58% of those surveyed perceived the school to be safe or very safe	Increase CHKS survey Safe & Very Safe rate from 58% to 65%	Increase CHKS survey Safe & Very Safe rate from 65% to 70%	Increase CHKS survey Safe & Very Safe rate from 70% to 75%
California Healthy Kids Survey Students Feeling Connected to School	57% of those surveyed felt connected to the school	Increase the CHKS Survey about feeling connected from 57% to 65%	Increase the CHKS Survey about feeling connected from 65% to 70%	Increase the CHKS Survey about feeling connected from 70% to 55%
California Healthy Kids Survey response rate	CHKS Parent response rate = 84%	Increase CHKS survey response rate from 84% to 90%	Increase CHKS survey response rate from 90% to 93%	Increase CHKS survey response rate from 93% to 96%
Local parent survey response rate for all student subgroups	We had a 10% local parent survey response rate	Increase parent survey response rate from 10% to 25%	Increase parent survey response rate from 25% to 50%	Increase parent survey response rate from 50% to 75%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

**2018-19**

New  Modified  Unchanged

Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

**2019-20**

New  Modified  Unchanged

Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$81,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Life Skills Para's Salary & Benefits
Amount	\$30,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Increased Para Support for Life Skills/FRC
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies for FRC
Amount	\$5,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

**2018-19**

Amount	\$82,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Life Skills Para's Salary & Benefits
Amount	\$32,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Increased Para Support for Life Skills/FRC
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies for FRC
Amount	\$5,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

**2019-20**

Amount	\$83,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Life Skills Para's Salary & Benefits
Amount	\$33,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Increased Para Support for Life Skills/FRC
Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies for FRC
Amount	\$5,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.

**2018-19**

New  Modified  Unchanged

Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.

**2019-20**

New  Modified  Unchanged

Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$4,750
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult EMS
Amount	\$5,940
Source	Base

**2018-19**

Amount	\$4,750
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult EMS
Amount	\$6,250
Source	Base

**2019-20**

Amount	\$4,750
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult EMS
Amount	\$6,500
Source	Base

Budget Reference	5000-5999: Services And Other Operating Expenditures District Website	Budget Reference	5000-5999: Services And Other Operating Expenditures District Website	Budget Reference	5000-5999: Services And Other Operating Expenditures District Website
Amount	\$2,200	Amount	\$2,500	Amount	\$2,750
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures School Messenger	Budget Reference	5000-5999: Services And Other Operating Expenditures School Messenger	Budget Reference	5000-5999: Services And Other Operating Expenditures School Messenger

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide social emotional counseling services to support student success

**2018-19**

New  Modified  Unchanged

Provide social emotional counseling services to support student success

**2019-20**

New  Modified  Unchanged

Provide social emotional counseling services to support student success



**BUDGETED EXPENDITURES**

**2017-18**

Amount \$196,500

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries Counseling Services

**2018-19**

Amount \$200,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries Counseling Services

**2019-20**

Amount \$210,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries Counseling Services

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to enhance the implementation of Renaissance student recognition program.

**2018-19**

New  Modified  Unchanged

Continue to enhance the implementation of Renaissance student recognition program.

**2019-20**

New  Modified  Unchanged

Continue to enhance the implementation of Renaissance student recognition program.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$60,000	Amount	\$60,000	Amount	\$60,000
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Foundation Money	Budget Reference	4000-4999: Books And Supplies Foundation Money	Budget Reference	4000-4999: Books And Supplies Foundation Money
Amount	\$19,885	Amount	\$19,885	Amount	\$19,885
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for Elective Class Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Salary for Elective Class Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Salary for Elective Class Teacher

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Provide staff stipends to support extracurricular programs; High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8.

Provide staff stipends to support extracurricular programs; High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8.

Provide staff stipends to support extracurricular programs; High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$414,053
Source	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits for After School Program
Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Coaches Stipends
Amount	\$189,600
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits for Music Teachers
Amount	\$2,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries High Achiever Club Advisory Stipend

**2018-19**

Amount	\$414,053
Source	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits for After School Program
Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Coaches Stipends
Amount	\$192,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits for Music Teachers
Amount	\$2,000
Source	Base
Budget Reference	High Achiever Club Advisory Stipend

**2019-20**

Amount	\$414,053
Source	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits for After School Program
Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Coaches Stipends
Amount	\$195,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits for Music Teachers
Amount	\$2,000
Source	Base
Budget Reference	High Achiever Club Advisory Stipend

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.

**2018-19**

New  Modified  Unchanged

Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.

**2019-20**

New  Modified  Unchanged

Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Advertisement
Amount	\$1000
Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Function Supplies (Food, Entertainment, etc)

**2018-19**

Amount	\$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Advertisement
Amount	\$1000
Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Function Supplies (Food, Entertainment, etc)

**2019-20**

Amount	\$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Advertisement
Amount	\$1000
Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Function Supplies (Food, Entertainment, etc)

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$646,578

Percentage to Increase or Improve Services: 6.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Wheatland School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth at all school sites. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

- ~ Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE)
- ~ Continue to provide Opportunity School Classroom
- ~ Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8
- ~ Maintain current Highly Qualified staffing including certificated, classified and administrative positions
- ~ Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated
- ~ Provide social emotional counseling services to support student success
- ~ Continue to enhance the implementation of Renaissance student recognition program

Based on supporting research, experience, and educational theory, the Wheatland School District has determined these actions described in the LCAP are the most effective use of funds to meet the District goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

The Wheatland School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils.

The Wheatland School District has enhanced the systems surrounding both the planning and budgeting processes for our schools to advance, among other things, the appropriate use of supplemental funds. Each school plan articulates how the school will spend its supplemental funds to advance key students

achievement measures. The school sites review their spending plan with the school site council and the District Superintendent. This process ensures the supplemental funds are applied to services and supports for our EL, low-income students and foster youth.

In the Wheatland School District, student needs are sometimes concentrated in specific areas. Such cases warrant a school wide approach, which allows for targeted support while retaining some economics of scale and site flexibility. Research shows that giving schools some autonomy and flexibility to make local decisions will enhance the educational achievement of students.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for



the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).



(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,744,741.00	1,926,567.00	2,713,989.38	2,696,445.00	2,743,445.00	8,153,879.38
After School Education and Safety (ASES)	52,000.00	61,000.00	414,053.00	414,053.00	414,053.00	1,242,159.00
Base	1,043,136.00	1,092,892.00	1,291,430.38	1,317,392.00	1,355,392.00	3,964,214.38
California Partnership Academies	0.00	0.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	0.00	61,000.00	61,000.00	61,000.00	183,000.00
Lottery	40,000.00	20,000.00	50,000.00	0.00	0.00	50,000.00
Other	50,000.00	60,285.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	256,486.00	258,000.00	260,000.00	774,486.00
Supplemental	382,892.00	505,790.00	487,350.00	492,000.00	498,000.00	1,477,350.00
Title I	110,400.00	109,974.00	114,000.00	115,000.00	116,000.00	345,000.00
Title II	55,000.00	65,285.00	32,000.00	32,000.00	32,000.00	96,000.00
Title III	11,313.00	11,341.00	7,670.00	7,000.00	7,000.00	21,670.00
		11,341.00				21,670.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,744,741.00	1,926,567.00	2,713,989.38	2,696,445.00	2,743,445.00	8,153,879.38
	771,751.00	810,980.00	0.00	2,000.00	2,000.00	4,000.00
0000: Unrestricted	961,677.00	1,104,246.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	867,902.38	887,385.00	943,885.00	2,699,172.38
2000-2999: Classified Personnel Salaries	11,313.00	11,341.00	1,435,690.00	1,446,053.00	1,436,053.00	4,317,796.00
4000-4999: Books And Supplies	0.00	0.00	353,797.00	303,797.00	303,797.00	961,391.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	51,600.00	52,210.00	52,710.00	156,520.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,744,741.00	1,926,567.00	2,713,989.38	2,696,445.00	2,743,445.00	8,153,879.38
	After School Education and Safety (ASES)	52,000.00	61,000.00	0.00	0.00	0.00	0.00
	Base	574,751.00	604,410.00	0.00	2,000.00	2,000.00	4,000.00
	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
	Lottery	40,000.00	20,000.00	0.00	0.00	0.00	0.00
	Other	50,000.00	60,285.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Title II	55,000.00	65,285.00	0.00	0.00	0.00	0.00
	Title III	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	468,385.00	488,482.00	0.00	0.00	0.00	0.00
0000: Unrestricted	California Partnership Academies	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	382,892.00	505,790.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Title I	110,400.00	109,974.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Title II	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	703,257.38	720,385.00	773,885.00	2,197,527.38
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	137,645.00	140,000.00	143,000.00	420,645.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	27,000.00	27,000.00	27,000.00	81,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	414,053.00	414,053.00	414,053.00	1,242,159.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	446,776.00	453,000.00	437,000.00	1,336,776.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	256,486.00	258,000.00	260,000.00	774,486.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	229,705.00	232,000.00	235,000.00	696,705.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	81,000.00	82,000.00	83,000.00	246,000.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
2000-2999: Classified Personnel Salaries	Title III	11,313.00	11,341.00	7,670.00	7,000.00	7,000.00	21,670.00
4000-4999: Books And Supplies	Base	0.00	0.00	89,797.00	89,797.00	89,797.00	269,391.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	61,000.00	61,000.00	61,000.00	183,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	50,000.00	0.00	0.00	50,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	120,000.00	120,000.00	120,000.00	360,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	33,000.00	33,000.00	33,000.00	99,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	51,600.00	52,210.00	52,710.00	156,520.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,291,785.38	1,261,507.00	1,286,007.00	3,839,299.38
<b>Goal 2</b>	394,776.00	398,000.00	405,000.00	1,197,776.00
<b>Goal 3</b>	1,027,428.00	1,036,938.00	1,052,438.00	3,116,804.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00
<b>Goal 5</b>	0.00	0.00	0.00	0.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 7</b>	0.00	0.00	0.00	0.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00
<b>Goal 9</b>	0.00	0.00	0.00	0.00
<b>Goal 10</b>	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.